

Framingham State College
Framingham, Massachusetts

dup

STATE NORMAL
SCHOOL ... AT ...
FRAMINGHAM
MASSACHUSETTS



SIXTY-FOURTH YEAR

✥ ✥ 1903-1904 ✥ ✥

STATE NORMAL SCHOOL

AT

FRAMINGHAM, MASS.

ESTABLISHED JULY, 1839.

CATALOGUE AND CIRCULAR

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VIEW IN GROUNDS—MAY HALL.

STATE BOARD OF EDUCATION, 1903.

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CALENDAR, 1903-1904.

1903.

February 3,	Second term begins.
Spring vacation, one week, March 22-28.	
May 30,	Memorial Day.
June 24,	Graduation.
June 25 and 26,	First entrance examination.
Midsummer vacation.	
September 8 and 9,	Second entrance examination.
September 10,	School year begins.
November 26,	Thanksgiving Day.
December 19, at close of school, Christmas recess begins.	

1904.

January 5, at 9 o'clock A.M., Christmas recess ends.	
February 2,	Second term begins.
Spring vacation, one week in March.	
May 30,	Memorial Day.
June 22,	Graduation.
June 23 and 24,	First entrance examination.
Midsummer vacation.	
September 6 and 7,	Second entrance examination.
September 8,	School year begins.

SPECIAL NOTICE.

Entrance examinations on the dates given above begin at 9 o'clock A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day. Accommodations may be had during the examinations in one of the boarding halls, if pupils are obliged to stay over night. A lunch should be brought by others.

The school is in session every week-day, *except Monday*, from 9 A.M. to 2.10 P.M.

STATE NORMAL SCHOOL AT FRAMINGHAM.

HISTORICAL.

In pursuance of a resolve of the Legislature of Massachusetts, this school was established at Lexington in July, 1839. It is, therefore, the oldest normal school in America. It was removed to West Newton in 1844, and to Framingham in 1853.

WELLS HALL.

This hall, named after the chairman of the Board of Visitors, Mrs. Kate Gannett Wells, by a vote of the State Board of Education, was completed ready to be occupied September, 1902. It is connected with the main building, May Hall, by a covered passageway. It adds much to the group of buildings on Normal Hill, while it contributes very greatly to the educational requirements of the school, meeting fully the need for more room which has existed for some time. It is mainly used for recitation rooms for the normal school proper, the only exception being one room given up to the kindergarten. It embraces a spacious drawing room, two large rooms devoted to laboratories, a gymnasium with an adjoining room for baths, recitation rooms for geography, English, reading, a fine room for sloyd, and a sunny room for the kindergarten school. It commemorates fittingly the progress of the school.

DESIGN OF THE SCHOOL, STATED BY THE BOARD OF EDUCATION.

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and third, of right mental training.

It is the design of the Framingham Normal School to give: —

1. A review of the studies taught in the public schools.
2. A careful study of the history of education and the school laws of Massachusetts.
3. A study of psychology, for the purpose of ascertaining true principles.
4. A practical application of these principles in teaching.
5. A high estimate of the importance and responsibility of the teacher's work, and an enthusiasm for it.

COURSES OF STUDY.

The school offers four courses, — an elementary course of two years, a three years' course, a special course of one year for experienced teachers and for college graduates, and a course in household arts of two years.

THE ELEMENTARY COURSE OF STUDY.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high-school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic and bookkeeping, algebra, plane geometry.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training, manual training.

II. (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satisfactory

preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

A THIRD YEAR FOR PRACTICE AND STUDY.

The Board of Visitors and the principal of any normal school may arrange for its students a third year of study and of practice in teaching whenever, in their judgment, such action is desirable. The object is a more complete mastery of the topics arranged for the regular two years' course, as well as further experience in teaching.

SPECIAL ONE YEAR'S COURSE FOR EXPERIENCED TEACHERS AND COLLEGE GRADUATES.

Teachers of successful experience in teaching and graduates of colleges who bring satisfactory testimonials, may, with the consent of the principal and the Board of Visitors, select a course, approved by the principal, from the general two years' course, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

In order to make this course of the largest benefit, a teacher who proposes to enter upon it should have had at least three or four years' successful experience in good schools. The course presupposes that experience has given a sufficient knowledge of methodology and of the principles of education to enable such a teacher to assimilate readily the subject-matter in the branches that she may select, and to grasp quickly the principles involved. A teacher whose experience has not given her this power will fail to derive from this course its full value. Candidates for this course are not required to take entrance examinations.

SATURDAY CLASSES FOR TEACHERS.

Teachers are invited to come into the school on Saturdays, and take up work with existing classes.

All graduates of this school, or any other normal school, who are temporarily out of employment, are invited to come into the school, and to remain as long as possible. There is always some work carried on at the school in which it would be profitable for them to engage.

The principal has calls for temporary and permanent teachers during the year which cannot always be met by pupils from the regular courses.

HOUSEHOLD ARTS.

THE MARY HEMENWAY DEPARTMENT OF HOUSEHOLD ARTS.

The department of household arts was established in Boston, under the name of Boston Normal School of Cookery, by the late Mrs. Mary Hemenway, in 1887. Its graduates easily found positions as teachers in public and private schools and in institutions. Its increasing usefulness in enlarging the profession of teaching is constantly proved. In June, 1898, the trustees of the Mary Hemenway estate offered to the State Board of Education the school, with the very generous proposal that, if the offer was accepted, Mr. Augustus Hemenway, her son, would thoroughly furnish and equip such a department, as a memorial of his mother. Mrs. Louis Cabot and Mrs. Wm. E. C. Eustis, daughters of Mrs. Hemenway, joined with Mr. Hemenway in his benefactions.

The wealth of such a gift and its far-reaching beneficence the Board was quick to appreciate; therefore the offer was most thankfully accepted, and the Normal School at Framingham chosen as the one best fitted to receive it, on account of its nearness to Boston, its two boarding halls and the many grammar schools in the town, from which pupils could be drawn for its practice school.

The transfer to and the establishment of the school at Framingham were made under the direction of Miss Amy Morris Homans, who in person attended to every detail, and through whose fostering care the school had reached its high standing in Boston; and of Miss Louisa A. Nicholass, who had been for a number of years its very able principal, and whose services have been retained.

THE PURPOSE OF THIS DEPARTMENT.

Its principal object is to provide for the adequate training of teachers of various household arts, especially cookery in its different forms.

There is a pressing need for more broadly trained teachers of household arts in the public schools and in training schools for nurses, and also for persons able to supervise and direct, scientifically, departments in larger institutions. The applications of

LABORATORY OF HOUSEHOLD ARTS.



modern science to every-day life are manifold, and nowhere more important than in the home, — the centre of all normal living.

The sciences which underlie the successful and intelligent conduct of the home, whether it be small or large, on its material side are, above all others, physiology, chemistry and hygiene; and, therefore, any well-arranged curriculum of a school of household arts must be based upon a substantial foundation of these subjects. Moreover, as these cannot be well understood or well applied without the elements of physics and biology, brief courses in these subjects also must be provided.

The largest room in May Hall is appropriated to this school kitchen, provided with portable ranges, an Aladdin oven, a gas stove and gas-heating stands, closets, drawers, dishes and utensils. A scientific library, part of this large gift, is in the main library, for this new department is but a component part of the school.

Through their progressive courses in chemistry, embracing systematic work in quantitative and qualitative analysis, the students learn to apply their scientific knowledge to the underlying principles of cookery, laundry work, dyeing, cleaning, etc. In their pursuit of physics, the pupils are taught the fundamental principles of matter and energy, of heat, light and electricity. In their work in biology they examine plant and animal bodies, while their interest in physiology centres chiefly on nutrition. In the study of bacteriology they learn how to make their own culture media, how to examine milk, water, ice, dust, etc., and how to test the efficiency of filters, sterilizers and germicides, all such scientific work being largely done in the laboratories of the school proper, while in the school kitchen the practical working of cookery is taught.

"Plain cookery" includes breads, meats, stews, pickles, etc.; "advanced cookery" includes preserving, canning, making of jellies, etc.; "special cookery" embracing dainties and food for the sick. Water, mineral matter, carbo-hydrates, proteid and fats are studied practically by methods of cooking applied to starchy food-stuffs, to sugars including candies, to all manner of cooking eggs and using gelatine, to batter, dough mixtures, baking powders and their like, and to fermentation, yeast, and experimental work with different kinds of flour.

In laundry work, a most important part of their training, the pupils examine various fabrics, noting the effect upon them of cold or hot water, and of the use of chemicals as cleansing agents. They wash stuffs, starching, drying, folding, cleansing and ironing them.

Many of the alumnae of the school are employed in the Boston public schools, others are instructors in normal and high schools, at the Armour and Drexel institutes, superintendents at the Johns Hopkins and other hospitals and asylums, or else in training schools from Boston to Kansas, Denver and California. All over the country they are scattered, wherever education has sufficiently advanced to recognize that household arts is science. Such women have graduated from something more than cooking classes or from schools in domestic science. They have won diplomas from the point of view of education, rather than from that of self-support. They have taken the word arts as the resultant term in the application of science to industry. They have gone forth to teach and direct, until in time it will be realized that proficiency in household arts is to be examined, rated and certificated, as is now literature and mathematics.

Fuller dignity will be won for manual labor when the little child begins to lay the fire and stir the cereals in the school kitchen. Then will each woman know alike how to be employer and employee. Science and economy will aid each other as household tasks grow less, skilfully performed, and school courses of knowledge will increase as demonstration proves that science finds its domain in the home as well as in the laboratory.

The instant the State assumes the right to teach manual training, that moment has it included household arts in such training; while those who are discontented with the non-productive utilities of knowledge see in extension of manual training the road to self-support and patriotic citizenship.

ITS CURRICULUM—LENGTH OF COURSE.

The time required for the completion of this course depends upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are

insisted upon. A diploma is given when the course is satisfactorily completed.

It is the aim of the instruction in all branches to teach the student self-reliance. It is obvious that the equipment of actual knowledge which a student takes with her from any school such as this must be extremely limited. Judicious training in accurate thinking and working must therefore be the main object of the teacher if the student is to reap the highest benefit from her stay in the school. The courses in chemistry are particularly well adapted to give this training, as thereby the student cannot fail to discover for herself the absolute dependence of results on the character of her work and on the methods she has employed. As disciplinary work alone, the value of such study cannot be overruled, but it also has a direct and permanent practical value in the household arts.

Chemistry.—The courses in chemistry form a progressive series, and are intended to prepare the students in a systematic way for a thorough comprehension of the underlying principles of cookery, of laundry work, of dyeing, of cleaning, etc., and those involved in the management of foods, fires, fuels, illuminants, ventilation and the like.

The instruction in chemistry begins with a thorough course in general chemistry, and proceeds to qualitative and quantitative analysis. Both of these courses include class-room and laboratory work.

An elementary course is given in organic chemistry. This deals with the structure of carbon compounds.

Physics.—This study has a direct and a permanent, practical value in household arts. While not so much time is given to it as to some other studies, yet it has a decided place in the curriculum. The instruction consists of lectures, recitations and demonstrations upon the fundamental principles of matter and energy, mechanics, hydraulics and the elementary forces, — heat, light and electricity.

General Biology.—To this subject, as to physics, only so much time is allotted as is believed to be absolutely required to furnish a sound basis for physiology, hygiene and bacteriology, consisting of lectures, recitations and laboratory work, with the use of the microscope. Constant practice in drawing is required, and such

subjects are dealt with as the structure of living things; the elementary living stuff (cytoplasm); first principles of nutrition, digestion, foods and feeding; the sources of starch, sugar, etc.; and the interdependence and interrelation of the living and the lifeless, or the organic and the inorganic world.

Physiology.—The chief interest of the class in this study centres naturally in nutrition and related subjects, including a résumé of the anatomy, with which the students have become familiar in previous courses.

The principal part of the course opens with a consideration of the purpose and nature of food, then the structure of the digestive tract is studied, and the circumstances under which secretions are produced by the various glands.

The concluding lectures are upon the central nervous system, the sense organs and the principles of personal hygiene.

Bacteria and Yeasts.—Bacteriology and the study of micro-organisms of fermentation, especially of yeasts, constitute a prominent feature of the final year. The students learn how to make their own culture media, how to examine milk, water, air, ice, dust, etc., and how to test the efficiency of filters, sterilizers and germicides.

Food and Dietetics.—This subject is taken the last half of the senior year, and gives the student a thorough understanding of the economic, nutritive and physiological value of foods, condiments and stimulants, their action and effect, singly and in combinations; how to plan dietaries in health and disease,—in fact, co-ordinates the knowledge obtained in the kitchen and laboratory on a practical basis.

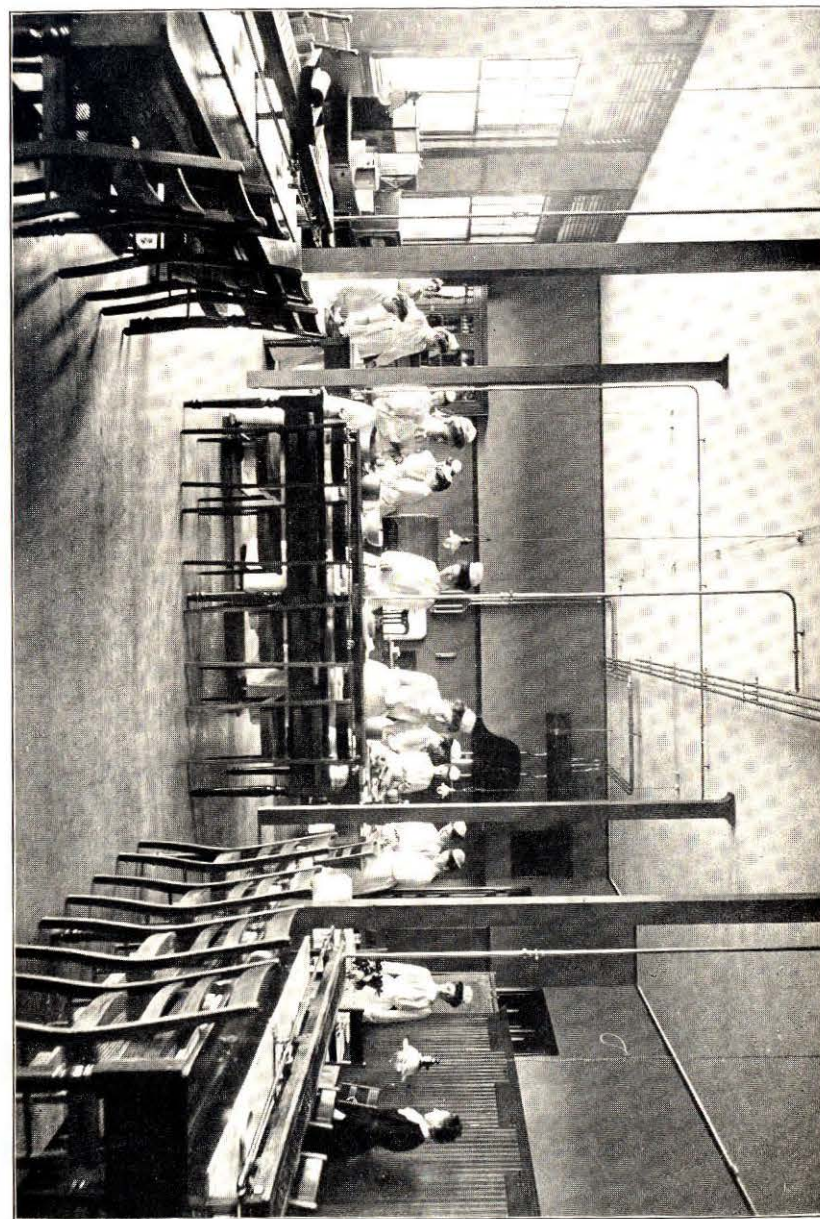
OUTLINE OF COURSE IN HOUSEHOLD ARTS.

The subjects which have thus far been described have had to deal with what might be called household sciences. Their practical application finds pre-eminently a place in the household arts laboratory, and their demonstration can be denominated household arts.

To illustrate the character of the instruction provided for in the household arts laboratory, the following outline of courses in the principles and practice of cookery and laundry work is given somewhat in detail.

The work is arranged on educational as well as on technical lines,

NORMAL CLASS OF HOUSEHOLD ARTS.



and therefore affords both theoretical and practical instruction, and is given in a well-equipped household arts laboratory.

The practical work of cookery is presented on the following lines : —

Household or plain cookery, breads, roasts, stews, puddings, pickles.

Advanced cookery, including preserving, canning and the making of jellies, jams and marmalades.

Frozen and fancy dishes.

Special cookery for the very sick (therapeutic cookery), and its application for hospital nurses in training schools.

Principles of Cookery. — The five “food principles” or “nutrients” are carefully considered, viz. : water, mineral matter, carbohydrates, proteids or albuminous fluids, and fats. The subjects of the course are developed as follows : —

Fuels. — Principles of combustion, conditions for sustaining ; use and costs of the ordinary fuels.

Construction of both coal and gas ranges, with practice in the use of such apparatus, and in the building, regulation and care of coal fires.

Principles and experimental work relating to the Aladdin oven.

The chafing-dish.

Food-stuffs. — Introductory. General composition of the human body.

Classification of nutrients needed, and a study of the different food-stuffs as the source of supply.

Milk as a Type. — Experiments to illustrate its constituents and properties.

Water. — Is considered as a cooking medium with experiments. Thermometers are standardized, and used in the boiling of water and the cookery of starch, sugar, albumen and fats.

Mineral Matter. — The various salts of food materials.

Carbo-hydrates. — Sources : (a) Starch, — composition ; experiments ; cooking temperature. Practical application to cookery of starchy food-stuffs, as corn starch, rice, tapioca, sago, macaroni, etc. ; the cooking of such starchy food as grains, vegetables ; the use of corn starch and flour in the making of sauces and thickening of soups. (b) Sugars, — composition. The cooking of cane sugar ;

the use of thermometer; the degrees of heat required for different results, as in soft and hard caramel (for coloring soups and sauces); also for soft and hard candies, as in French cream candies or *fondant* and glacé fruits. Practical tests for the same.

Practical applications, including the preparation of dishes containing starch, sugar and fruits in various combinations, are then made.

Proteids or Albuminous Foods. — Albumen: sources; type, white of egg. This subject is studied and experimentally developed by the same general methods as the cookery of starch, and the *principles of its cookery* as applied to the making of various dishes, as soft and hard cooked eggs; poached and baked; combined with milk in other forms, as in creamy eggs; and soft and baked custards of different kinds. The combination of milk, starchy and albuminous food materials in dishes for breakfast, luncheon or dessert. The cookery of albumen as applied in the cooking of fish, poultry and meat. Methods of their cookery. Objective points. Heat transferred.

In connection with meat cookery the albuminoids are considered.

Albuminoids: sources; gelatine, prepared in the form of soup stocks, brown and white.

Principles and rules for clearing stock. Soups: stock and vegetable; milk and cream. Gelatine dishes: commercial gelatine, kinds, costs and uses; plain jellies; jellies with egg or egg and cream in different combinations, as used in the making of wholesome desserts.

Fats. — Sources: constitution; effects of heat; use and importance in the dietary.

Batter and Dough Mixtures. — (1) Expansion by air and moisture, as effected by heat, to make porous. (2) The application of these principles to the preparation of popovers and Yorkshire pudding, wheat and gluten wafers, cream and sponge cake. (3) Expansion of batters and doughs by use of chemicals, as cream of tartar and soda or other acids, or acid salts with the alkaline salt, soda, in combination. Objective points: principles and properties; experiments; application to the preparation of breakfast breadstuffs, gingerbread, desserts and cake. (4) Baking powders; general composition of standard powders; chemical reactions and products, with applied principles of chemistry; formulas, with practical applications to the preparation of breadstuffs, cakes and desserts.

Fermentation. — Fermentation by yeast, and its application to the preparation of bread, rolls and biscuit, also for breakfast muffins and gems. Experimental work with *flour* of different kinds. Individual practice required.

OUTLINE OF THE COURSE IN PRACTICAL LAUNDRY WORK.

Examination of fabrics, as cotton, linen, woollen and silk; effect of cold and hot water.

The use of chemicals as cleansing agents; namely, soaps, washing-powders, soda, ammonia and borax.

Removal of stains, as fruit, tea and coffee, iron rust, etc.

Household Linen. — Preparation for the laundry; cleansing, drying and starching, hot and cold processes; folding, ironing; special, embroideries and laces; bluing, kinds, composition (tests with experiments) and use. Application as desired.

In addition to the foregoing outline of instruction, the pupils are trained in the preparation of dietaries at given prices for varying numbers of persons, how to judge of meats and how to buy them, by visits to meat shops, where the butcher cuts up the meat before the class, at the same time giving it practical instruction. The pupils are also required to visit grocery establishments and meat markets, and to make themselves familiar with the supply and demand of staples and their prices.

Each pupil, by conference with the superintendent of the boarding halls, learns how to prepare the menu for a large family, according to market supplies and prices. She is also expected to take her turn in presiding at the dinner table in one or other of the boarding halls and to carve the meats.

As the boarding halls offer ample facilities for demonstration of the science of household arts in daily living, the pupils, though not required to do housework in the ordinary sense of the term, are expected to qualify themselves as future teachers of household arts or as superintendents in institutions by availing themselves of all such opportunities for practical work as the principal can from time to time provide for them.

To carry out fully this feature of practical work, every senior spends at present two weeks — a week taken at different times — in the kitchen of Normal Hall. Normal Hall has about thirty-five

inmates. Here the student, after her instruction in the kitchen of May Hall, has an opportunity to study in another form the problem of providing food for households. She here makes use of her knowledge obtained in her household arts, and enlarges upon it. The problem which Normal Hall furnishes is not too large for her to grasp. She studies the existing conditions of service, the character, amount and cost of all kinds of food, and cooks at different times certain dishes for the tables.

This work naturally leads out into larger fields of marketing of all kinds of foods and provisions, which is instruction of very great advantage to the student. It widens her vision of things material, makes her more sympathetic in her feelings and more active in her interests.

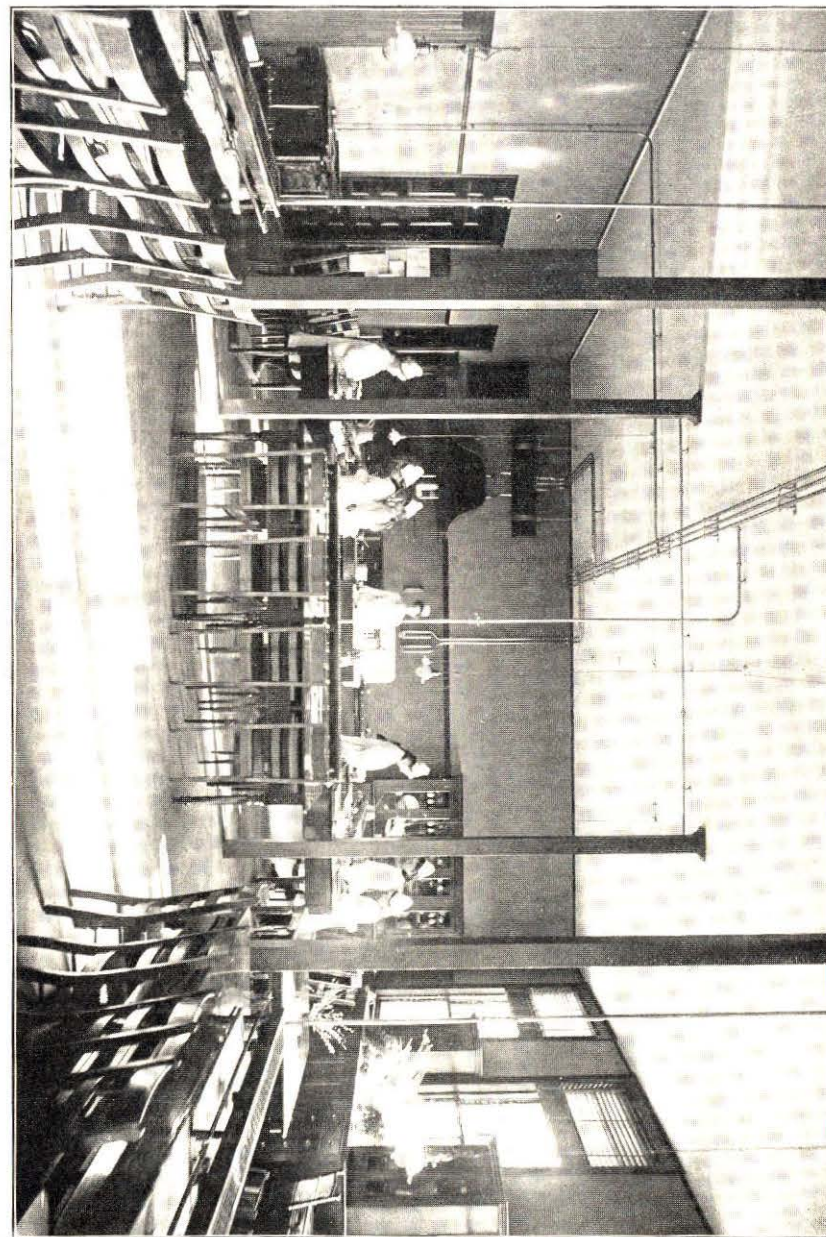
This active participation in the affairs of this kitchen not only benefits the student in a most marked degree, but there has been noticed, as a result, an improvement in the food served in the hall.

PRACTICE SCHOOL.

For the Department of Household Arts.

The practice school for this department is made up by a nurses' class from the Framingham Hospital and pupils from the high and children from the seventh, eighth and ninth grades from the town schools. These pupils constitute a number of classes, and are under the care of and are taught by the seniors of this department. Each senior has charge of one class during the year, and she thus has ample opportunity to make a practical application of her own acquirements and to learn how to instruct others. The members of the junior class are obliged to act as assistants to the seniors when they are teaching, and to aid in the instruction and general management. In this way the juniors have a year's observation to prepare them for the work of teaching in the senior year.

Probably no department of household arts in the country has better facilities for teaching than the Mary Hemenway department.



PRACTICE CLASS OF HOUSEHOLD ARTS.

REQUIREMENTS FOR ADMISSION TO THE DEPARTMENT OF HOUSEHOLD
ARTS.

All the requirements for admission to the normal school in regard to examinations, tuition, testimonials, and such rules and regulations as are from time to time given for the conduct of the school, are distinctly and directly applicable to this department.

REQUIREMENTS FOR ADMISSION.

GENERAL STATEMENT.

Candidates for admission to any one of the normal schools must, if young women, have attained the age of sixteen years, and if young men, the age of seventeen years. Their fitness for admission will be determined : —

1. By their standing in a physical examination.
2. By their moral character.
3. By their high school record.
4. By a written examination.
5. By an oral examination.

Physical Examination.

The State Board of Education adopted the following vote March 7, 1901 : —

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

Moral Character.

Candidates must present certificates of good, moral character. In deciding whether they shall prepare themselves to become teachers, candidates should note that the vocation requires more than mere freedom from disqualifying defects ; it demands virtues of a positive sort that shall make their impress for good upon those who are taught.

High School Record.

It may be said, in general, that if the ordinary work of a good statutory high school is well done, candidates should have no difficulty in meeting the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be overestimated. *Principals are requested to furnish the normal schools with records of the high school standing of candidates.* The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners as to their fitness.

Written Examinations.

The examinations will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours to cover each of groups I., II. and IV., and a single paper with a maximum time allowance of one hour to cover each of groups III. and V. (*five papers with a maximum time allowance of eight hours*):—

I. *Language.*—(a) English, with its grammar and literature, and (b) either Latin or French.

II. *Mathematics.*—(a) The elements of algebra and (b) the elements of plane geometry.

III. *United States History.*—The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

IV. *Science.*—(a) Physiology and hygiene and (b and c) any two of the following: physics, chemistry, physical geography and botany, provided one of the two selected is either physics or chemistry.

V. *Drawing and Music.*—(a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (b) music.

Oral Examination.

Each candidate will be required to read aloud in the presence of the examiners. He will also be questioned orally either upon some of the foregoing subjects or upon other matters within his experience, in order that the examiners may gain some impression about his personal characteristics and his use of language, as well as give him an opportunity to furnish any evidences of qualification that might not otherwise become known to them.

GENERAL REQUIREMENT IN ENGLISH FOR ALL EXAMINATIONS.

No candidates will be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the statement here made, and marked accordingly.

SPECIAL DIRECTIONS FOR THE WRITTEN EXAMINATIONS.

I. *Language.*

(a) *English.*—The subjects for the examination in English will be the same as those agreed upon by the colleges and high technical schools of New England and now quite generally adopted throughout the United States.

1. *Reading and Practice.*—A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of a few topics to be chosen by the candidate from a considerable number set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book *properly certified by his instructor*, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination are:—

1903-1905. — Shakespeare's *The Merchant of Venice* and *Julius*

Cæsar; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*; Carlyle's *Essay on Burns*.

2. *Study and Practice*. — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed words belong. The books set for this part of the examination will be: —

1903-1905. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

(b) *Either Latin or French*. — The translation at sight of simple prose or verse, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in part or in full on the passage selected.

The Conference on Uniform Requirements in English for Admission to College, on whose recommendations the foregoing lists of books in English and directions for study are based, advises —

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of

narration, description, exposition and argument. Such instruction should begin early in the high school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for compositions be taken partly from the prescribed books and partly from the students' own thought and experience.

7. That each of the books prescribed for study be taught with reference to (a) the language, including the meaning of the words and sentences, the important qualities of style and the important allusions; (b) the plan of the work, *i.e.*, its structure and method; and (c) the place of the work in literary history, the circumstances of its production and the life of its author. That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

II. Mathematics.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry.

While there is no formal examination in arithmetic, the importance of a practical working acquaintance with its principles and processes cannot be too strongly emphasized. The candidate's proficiency in this subject will be incidentally tested in its applications to other subjects.

In geometry, the candidate's preparatory study should include independent solutions and demonstrations, — work that shall throw him upon his own resources; and his ability to do such work will be tested in the examination. An acquaintance with typical solid forms is also important, — enough, at least, to enable the candidate to name and define them and to recognize the relations borne to them by the lines, planes, angles and figures of plane geometry.

III. United States History.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised; also in English history so far as this history bears conspicuously on that of the United States.

IV. Science.

(a) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b and c) *Any Two of the Following Sciences, — Physics, Chemistry, Botany, Physical Geography, provided One of the Two is either Physics or Chemistry.* — The chief elementary facts of the subjects selected, so far as they may be presented in the courses usually devoted to them in good high schools. It will be a distinct advantage to the candidate if his preparation includes a certain amount of individual laboratory work.

A laboratory notebook, with the teacher's endorsement that it is a true record of the candidate's work, will be accepted as partial evidence of attainments in the science with which it deals. The original record should be so well kept as to make copying unnecessary.

V. Drawing and Music.

(a) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation into musical notation of simple melodies or of time phrases sung or played.

IMPORTANCE OF ADEQUATE PREPARATION.

Candidates should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for the admission examinations, but by the larger demands their chosen vocation is sure to make upon them. The more generous and thorough, therefore, the preparation of the candidate, the greater the likelihood of profiting by the normal school, of completing the elementary

course on time, of securing employment after graduation, and of doing creditable work as a teacher.

The candidate is advised, therefore, to utilize all feasible opportunities offered by the regular high school course for promoting this breadth of preparation, and the high school should aim to hold the candidate up to the higher ideals of such preparation.

EQUIVALENTS.

Special cases that raise questions of equivalents will be considered on their merits.

Successful experience in teaching is taken into account in the determination of equivalents in the entrance examinations, and reasonable allowance in equivalents is made in case the candidate, for satisfactory reasons, has not taken a study named for examination.

DIVISION OF THE EXAMINATIONS.

Candidates may be admitted to preliminary examinations a year in advance of their final examinations, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

- II. Mathematics.
- III. United States History.
- IV. Science.
- V. Drawing and Music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

_____ has been a pupil in the
_____ School for _____ years, and is, in my judgment,
prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

Signature of principal or teacher, _____

Address, _____

The group known as I. Language must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as IV. Science should also be so reserved.

While division of the final or complete examinations between June and September is permissible, it is important both for the normal school and for the candidate that the work laid out for the September examinations, which so closely precede the opening of the normal schools, shall be kept down to a minimum. Candidates for the final or complete examinations are earnestly advised, therefore, to present themselves in June.

OTHER REQUIREMENTS FOR ADMISSION.

1. *Intention to teach.* — Candidates must declare their intention to complete the course of study in the school, if possible, and afterwards to teach in the public schools of Massachusetts for at least one year.

2. *Tuition.* — To persons who live in Massachusetts, tuition is free; but persons from another State than Massachusetts, attending a normal school supported by this State, shall pay at the beginning of each half-year session, to the principal of the school attended, the sum of twenty-five dollars for the use of the school.

3. *Examinations* for admission take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) Copies of examination papers will be sent on application.

Classes are formed only at the beginning of the fall term.

EXPENSES, BOARD, ETC.

Books. — Text-books and reference books are furnished; the only expense is for stationery and some drawing material. Pupils are occasionally advised to buy a book which is thought to be indispensable as a part of their outfit as a teacher. Such books are furnished at cost. Students who are to live in the boarding halls are advised to bring such text-books as they have which are of *recent* publication.

Boarding Halls. — There are upon the school grounds two boarding halls, Crocker Hall and Normal Hall, which are made as home-like as possible. They are heated by hot water, lighted by electricity, furnished with the best sanitary and lavatory arrange-

VIEW IN GROUNDS—LUCRETIA CROCKER HALL.



schools according to the number of applicants therein; but the selection of the recipients shall be made from such pupils as are in good and regular standing. In this distribution of State aid the pupils who live in towns where normal schools are situated shall not be considered as entitled to any portion thereof.

PRACTICE SCHOOL.

FOR THE REGULAR DEPARTMENT.

All the schools in the village of Framingham Centre have been put under the charge of the Board of Education for a training school, through the courtesy of the school committee of Framingham.

As in these schools there are all the grades below the high school, the students have an opportunity for observation and actual teaching under the care and criticism of experienced and interested teachers. During the senior year each student has twelve weeks of teaching and observation. In this time she becomes familiar with the work in nearly all the nine grades. Many of the graduating class have an opportunity to substitute and assist in schools of Framingham and the neighboring towns.

The practice school is directly related to all the work in the normal school proper, and the students are taught to carry out the principles of teaching which they have learned in the class rooms in the normal department. The work in these schools forms an important part in the education of the students.

REGULATIONS.

Students in a normal school who are preparing to become teachers should be able and willing to control themselves. They should be practically interested in working out problems of self-government, and should make rules and regulations absolutely unnecessary. The principal of the school desires to allow the greatest possible freedom of action in all particulars. There are, therefore, but a few simple rules, such as obtain in any well-regulated family.

LOCATION OF THE SCHOOL.

The school is situated upon a moderate elevation, which gives an unsurpassed view towards the west. The buildings have a perfect system of drainage of their own.

The school is accessible by steam from all sections of the State, and is also closely connected with the surrounding country by electric railways. Its nearness to Boston furnishes an opportunity for the student to enjoy many of the educational advantages which that city so generously offers.

HEALTH CONDITIONS.

All students, unless excused, are obliged to take exercise in the gymnasium under the direction of the teacher of gymnastics during the entire course. This training has a double object. Its purpose is to build up the student physically, and to enable her to meet successfully the exacting work of the school; it also prepares her to give instruction in this subject in her life as a teacher.

The gymnasium suit consists of full bloomers and a perfectly loose waist of some dark material, preferably dark blue serge, India twill or mohair. Further information in regard to these suits will be given at the time of the June and September examinations.

In addition to the in-door work required in the gymnasium, much attention is paid to the out-door life of the students. Each student is expected to take a certain amount of exercise out of doors every day. To help make this requirement pleasant and profitable, an opportunity is given for the playing of golf, tennis, basket-ball and tether-ball.

EMERGENCY INSTRUCTION.

During 1903-1904 a course of practical instruction will be given in the "Emergencies" of the home and school, and in the detection and recognition of school diseases, especially those which are considered contagious.

MANUAL TRAINING.

The school has a well-equipped manual training department, which carries out the system of wood work usually called sloyd, in which the seniors are obliged to spend some time each week.

LUNCH ROOM.

As a large number of the students who come to the school each day by steam or electric cars do not care to go to the boarding halls for their lunch, two rooms in May Hall, the school building, have

been fitted up for their use. Here they will be provided *at cost* with hot cocoa, different kinds of soups, rolls and fruit to supplement their own lunch.

There is also a large galvanized heater, in which the students can keep warm the lunches they bring from their homes. Much insistence is placed upon the daily necessity for a simple, warm, healthful lunch, eaten in a pleasant room in company with others.

EMPLOYMENT.

There is a constant demand for *good* teachers. A student, to graduate, must meet, in her academic and practice school work, certain requirements. If these requirements are fully met, there is no difficulty whatever in finding employment.

The school cannot make the teacher; it furnishes, as a normal school, opportunities and assistance to students who wish to enter upon the teacher's life. In a word, the most favorable conditions possible are given; the rest lies with the student.

A girl coming into the school should have a healthy body, a high moral purpose, a sound mind, and last, but by no means least, a love of children.

VISITORS.

The school is always open to the public. Parents and guardians are cordially invited to visit it often. School committees, superintendents and teachers also are especially invited to visit the school and make themselves familiar with its work. They will be welcome at all times.

Committees are requested to ask for the diplomas of applicants for schools who represent themselves as graduates of this school.

For circulars or further information, also for board in the boarding halls, address the principal at Framingham.

LIST OF STUDENTS.

SENIORS.

Allen, Lillian May,	Linwood.
Baldwin, Emelyn Wood,	West Upton.
Barrett, Elizabeth Agnes,	Grafton.
Bartley, Rose Ella M.,	Worcester.
Bates, Sarah Loveland,	Newton.
Bergin, Cecilia Agnes,	Waltham.
Bishop, Hortense Wilma,	North Sudbury.
Brotchie, Harriet M.,	Stonybrook.
Broughey, Lydia Agnes,	Hopedale.
Burke, Agnes Beatrice,	Clinton.
Burnett, Mary Beck,	Wellesley.
Cahill, Mary Gertrude,	Waban.
Caldwell, Eunice,	Waltham.
Clark, Catherine Wellman,	Hyde Park.
Courtney, Anna Gertrude M.,	Worcester.
Crooker, Mary Sears,	Brockton.
Crowe, Ethel Helena,	Westborough.
Cunningham, Grace A. A.,	Wellesley.
Daniels, Nellie F.,	Milford.
Donahoe, Elizabeth Veronica,	Natick.
Donovan, Mary Etta,	Brookline.
Eames, Katherine Rose,	South Framingham.
Emmons, Elizabeth Burt,	Walpole.
Engley, Susie Luella,	Walpole.
Faulkner, Ethel,	Hyde Park.
Fillmore, Mabel Gertrude,	Stow.
Finn, Nellie Agnes,	Natick.
Flynn, May Bernice,	South Framingham.
Fogg, Sara Sherman,	Holliston.
Foley, Ida Elizabeth,	South Framingham.
Foster, Ada Belle,	Framingham.
Fowler, Faye Strong,	West Upton.
Goodrich, Ellen Katherine,	Holliston.

Grady, Sarah Theresa,	Clinton.
Guthrie, Helen Isabelle,	Kendal Green.
Hadfield, Lucy,	Fall River.
Hall, Evelyn Frances,	Marlborough.
Hastings, Mary Anna,	West Upton.
Henry, Ella,	Fort Logan, Col.
Hill, Augusta Lydia,	Clinton.
Horsford, Annie Lillian,	Merrimac.
Howard, Maud Stanley,	Norwood.
Huntoon, Lillian Harriet,	Natick.
Jenks, Marion Frances,	Dorchester.
Jones, Ethel,	Waltham.
Jones, Winnifred Agnes,	Worcester.
Kattelle, Elsie Marion,	West Newton.
King, Lucy Catharine,	Taunton.
Mahoney, Mary Agnes,	Natick.
Maker, Ida Birmingham,	Concord.
Mann, Edna Muriel,	Natick.
Masterman, Sarah,	Boston.
Maynard, Elsie Agnes,	Templeton.
McGann, Helen Louise,	Somerville.
Milne, Marian Gibbs,	Fall River.
Mudge, Hope Rawson,	Newton.
Murphy, Elinor Theresa,	Worcester.
O'Grady, Lucy Alice,	Marlborough.
Otis, Alice Maude,	Rochester, N. H.
Penniman, Annie Blanche,	Lawrence.
Rafferty, Rose Hildergard,	South Natick.
Reade, Margaret Josephine,	Woburn.
Reddy, Katherine Patrice,	Westborough.
Robinson, Grace Elizabeth,	Lincoln.
Robinson, May,	Natick.
Rose, Flora,	Denver, Col.
Ryan, Mabel Frances,	Waltham.
Seaver, Nellie Gertrude,	Newton Lower Falls.
Sheriden, Anna K.,	Walpole.
Sherman, Marguerite,	Newtonville.
Smith, Ethel Meserve,	Marlborough.
Soper, Henrietta Isabelle,	Boston.
Staples, Clara Goodwin,	West Newton.
Stone, Clara Pulsifer,	Newtonville.
Stone, Pauline Kingsbury,	Waban.
Sullivan, Honora Alice,	Marlborough.
Thorpe, Annie Remington,	Fall River.

Videto, Helen Hazel,	South Framingham.
Videto, Rebecca Louise,	South Framingham.
Vogel, Matilda M.,	South Milford.
Wallace, Rose Cecilia,	Concord.
Welch, Julia Veronica,	Millbury.
Whiting, Frances Sargent,	South Framingham.
Williams, Margaret,	Foxborough.
Woolaver, Fannie Churchill,	Boston.

JUNIORS.

Acton, Sara Veronica,	Ashland.
Adams, Grace Kilham,	Auburndale.
Allen, Lucy Ellen,	Northborough.
Atkinson, Jessie A.,	Mattapan.
Barney, Esther Cleveland,	Southborough.
Bassett, Florence Anne,	Taunton.
Bayley, Agnes Hyde,	Peacham, Vt.
Brennan, Gertrude Agnes,	Worcester.
Brennan, Katherine Elizabeth,	Framingham.
Briggs, Elsie Elizabeth,	Framingham.
Brigham, Ellen Marion,	Northborough.
Brooks, Edith Frances,	Natick.
Brooks, Elizabeth Olivene,	Wayland.
Brooks, Lillian Carter,	Woburn.
Brown, M. Malvina,	North Natick.
Bruce, Maria W.,	Sherborn.
Callanan, Margaret Laurretta,	Hopkinton.
Carpenter, Winifred M.,	Amherst.
Collins, Anna Lillian,	Hudson.
Collins, Georgianna,	Natick.
Cooke, Amelia Avery,	Norwich, Conn.
Corey, Florence Ellen,	Northborough.
Corey, Helen Hortense,	Northborough.
Cotter, Margaret Josephine,	South Framingham.
Cronin, Elizabeth,	Worcester.
Crosby, Mabel Elizabeth,	West Medford.
Crosier, Elsie Mary,	Mittineague.
Cull, Ellen Florence,	Concord.
Cutler, Edna Mary,	Boston.
Dearborn, Eva Gertrude,	Ashland.
Dickison, Margaret H.,	Clinton.
Dolan, Nora Grace,	Millford.
Doran, Genevieve,	Waltham.
Draper, Lois Moulton,	Waltham.

Dudley, Mabel Louise,	Natick.
Dunlap, Jennie Marguerite,	Westborough.
Earle, Edith Helen,	Newton.
Everett, Sara Margaret,	South Framingham.
Farnham, M. Lola,	South Framingham.
Fay, Lillian,	South Framingham.
Forbes, Carrie Edith,	South Framingham.
Foss, Margaret Emma,	Saxonville.
Foster, Harriet M.,	Merrimac.
Foster, S. Laura,	Fall River.
Fothergill, Edith Ralphine,	Fall River.
Gassett, Mabel Kelley,	South Framingham.
Gerritson, Maude Brackett,	Waltham.
Gibson, Marion L.,	Chester, Vt.
Gillon, Katherine L.,	Milford.
Goodnow, Sarah Brooks,	Natick.
Gorman, Florence Viola,	Milford.
Gorman, Frances Vivian,	Milford.
Greenleaf, Katie Darling,	Chelmsford Centre.
Hagerty, Margaret Louise,	Concord.
Hallier, Sarah Maude,	Westborough.
Hardy, Louise,	Framingham.
Harris, Esther Lauretta,	Dedham.
Healey, Frances Eleanor,	Newton.
Henderson, Marion Jeanette,	Wollaston.
Higgins, Myrta M.,	South Framingham.
Hindle, Charlotte M.,	Worcester.
Ivers, Helen Louise,	Dedham.
Keaney, Lillian N.,	Cambridge.
Kelley, Mary M.,	South Natick.
Kennedy, Grace Alma,	Highlandville.
Leland, Viola Frances,	Milford.
Leonard, Katherine,	Worcester.
MacMahon, Eva Catherine,	Newton Centre.
Magurn, Sarah Ellen,	Concord.
Manly, Sarah Simpson,	Baltimore, Md.
McElroy, Margaret Ellen,	Hopkinton.
McNamara, Elizabeth Marie,	Milford.
Miller, Elsie Drake,	New York, N. Y.
Morton, Edith Elizabeth,	Cochituate.
Moynihan, Catherine Charlotte,	Worcester.
Murphy, Mary M.,	Charlestown.
Murphy, Sadie Agatha,	Westborough.

Nelson, Margaret Alice,	South Natick.
Newman, Katherine M.,	Hopedale.
Norwood, Mary Gebhart,	Baltimore, Md.
Parsons, Marion Wilder,	Lenox.
Peck, Mildred Sprague,	Burlington, Vt.
Petersen, Ella Otelia,	Concord.
Phillips, Martha Read,	Fall River.
Prescott, Sara Mabel,	West Springfield.
Priest, Lydia Everett,	Wellesley Hills.
Purcell, Mary Elizabeth,	West Newton.
Ranahan, Susan Eileen,	Milford.
Roby, Marian Alice,	Lancaster, N. H.
Rockwell, Lida E.,	Wakefield.
Rogers, Lita Fay,	Jamaica Plain.
Rowles, Edith Nellie,	Southborough.
Sargent, Annie Elizabeth,	Amesbury.
Sheriden, Annie,	Wellesley Hills.
Stewart, Octavia Annette,	Somerville.
Stumpf, Martha Grace,	Newton.
Sylvester, Marion Merritt,	Sherborn.
Thornton, Nettie Mabel,	Lawrence.
Townsend, Maude Eloise,	Woodstock, Vt.
Travers, Emily Genevieve,	Ashland.
Varney, Anna E.,	Waltham.
Wade, Theresa Lillian,	New Bedford.
Walker, Julia Esther,	Marlborough.
Welling, Frances Searle,	Trenton, N. J.
Wellman, Clara Emily,	Framingham.
Wells, Sarah Brown,	South Somerset.
Wentworth, Lida Dunham,	Natick.
Whitaker, Sarah B.,	Somerville.
White, Mary Bernadette,	Concord.
Wilson, Carrie May,	Newton Lower Falls.
Wood, Bertha Garfield,	South Framingham.
Woodward, Marie Pansie,	Newton Highlands.

POST-GRADUATES AND SPECIALS.

Ballantyne, Irene Edson,	Hudson.
Cummings, Lena May,	Westborough.
Davis, Bertha Eunice,	South Framingham.
George, Nina Modesta,	Mattapan.
Livingston, Jessie Morton,	Needham.
Martin, Teresa,	Marlborough.

Semple, Agnes,	Watertown.
Tenney, Ada Mabel,	North Grafton.
Tower, Grace Walker,	Hudson.

SUMMARY.

Seniors,	85
Juniors,	112
Post-graduates and specials,	9
Total,	206

GRADUATES. — JUNE, 1902.

TWO YEARS' COURSE.

*Priscilla Endicott Alden,	Newton.
*Irene Edson Ballantyne,	Hudson.
Grace Ethel Bartlett,	Natick.
Lillian Isabelle Bates,	Hopedale.
Emma L. Brennan,	Worcester.
Rose Mary Brophy,	Saxonville.
Pearl Mantia Brown,	Haverhill.
*Elizabeth Browning,	Norwich, Conn.
Rosetta Burke,	Clinton.
Jessie Estelle Burnham,	Waltham.
*Clara Louise Came,	Somerville.
Emily Frances Carpenter,	South Framingham.
Marian Caverly,	Chelsea.
Nellie Frances Cotter,	South Framingham.
Margaret Agnes Dolan,	Hopkinton.
Marian Elizabeth Dowd,	West Medway.
Henrietta E. Drake,	Framingham.
*Edith Elizabeth Eddy,	Newton.
*Lucy May Elder,	Lynn.
*Kathryn Harrison Filoon,	Brockton.
*Alice Miriam Fittz,	Natick.
Teresa Katherine Garvey,	Worcester.
Nellie M. Geehan,	Framingham.
Clare Helen Groby,	Clinton.
Ella Whitney Hadley,	Sudbury.
Clara Elizabeth Hale,	Hudson.
Gertrude Frances Hanley,	Clinton.
*Edythe Frances Hurd,	Framingham.
Isabelle Alice Jones,	Framingham.
Alice Elizabeth Joyce,	Framingham.
Emma J. Kennedy,	Hopkinton.

* Department of Household Arts.

Mary Kerr,	Brookline.
Gretchen Lange Libby,	White's Corner, Me.
Tyra Lundberg,	Worcester.
Marion Gordon Machlerie,	Watertown.
*Mildred Agnes Maddocks,	Foxborough.
F. Pearl Mead,	Bakersfield, Vt.
Percy Lincoln Merritt,	Scituate.
Stella Agnes Morrisette,	Ashland.
*Ina Jarvis Nagle,	Boston.
May Christine O'Brien,	Ashland.
*Elizabeth Pauline Palmer,	Roxbury.
Emma C. Peinert,	Clinton.
Ida E. Penell,	Natick.
Bertha E. Phipps,	Holliston.
Mary Josephine Quigley,	Brockton.
Louie G. Ramsdell,	Natick.
Bessie L. Rhodes,	Newton Highlands.
Mary A. S. Sale,	Boston.
Ethel Eleanor Schnapp,	South Framingham
Kathryn Estelle Sheridan,	Worcester.
*Anne M. Sweet,	Norwich, Conn.
Lucie Jennie Swift,	Waltham.
Clara L. Thayer,	South Milford.
Alice Margaret Thompson,	West Medway.
Mildred Inez Wentworth,	Walpole.
Fannie Emma White,	Methuen.
*Mary St. John Wilcox,	Northampton.
Margaret J. Wray,	Worcester.

* Department of Household Arts.

SPECIALS. — CERTIFICATES.

ONE YEAR'S COURSE.

Venila S. Burrington,	Clinton.
Margaret Cheston Carey,	Baltimore, Md.
Katherine Louise Dillon,	Fitchburg.
Elizabeth Duval Littell,	New York City.

ONE YEAR'S COURSE ON SATURDAYS FOR TEACHERS.

Agnes E. Barry,	Marlborough.
Hattie E. Brigham,	Marlborough.
Bridget A. Hurley,	Marlborough.
Ella Miller,	Acton.
Catherine T. Murphy,	South Framingham.
Anna W. Packard,	Marlborough.
Lillian G. Pratt,	Marlborough.
Jennie Quirk,	Marlborough.
Mary E. Sheehan,	Marlborough.